



## J V Martin Junior High

301 Martin Luther King  
Dillon, South Carolina

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	478 Students	
<b>Principal</b>	Rodney D. Cook	843-774-1212
<b>Superintendent</b>	D Ray Rogers	843-774-1200
<b>Board Chair</b>	Fitzgerald Lytch	843-774-5454

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Below Average</b>
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

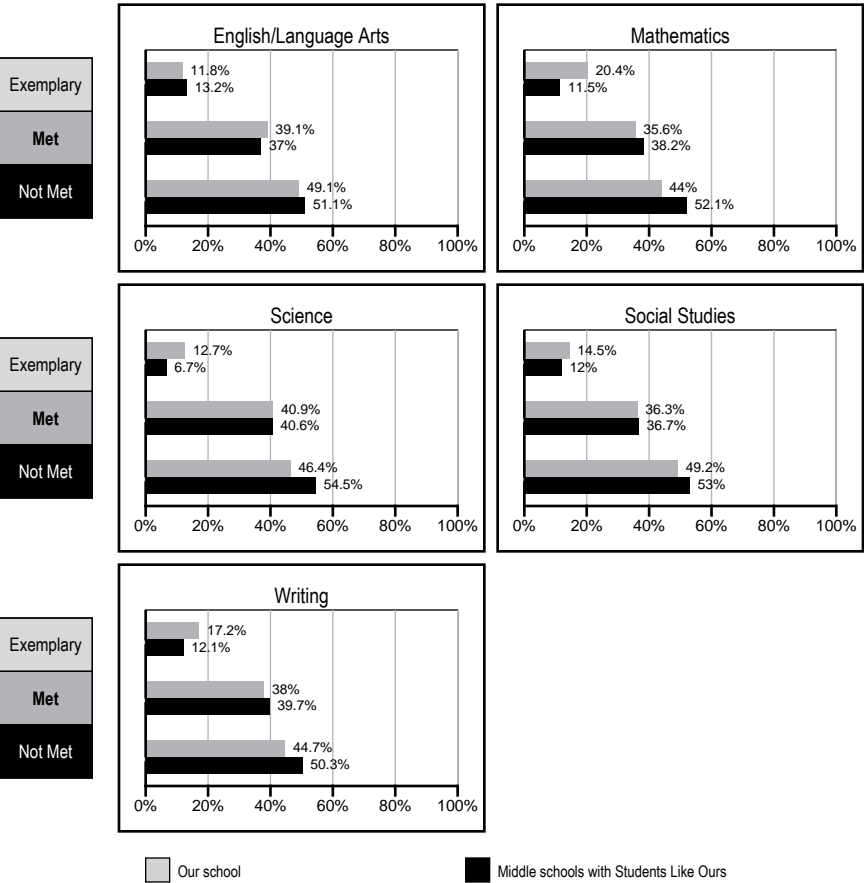
97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	33	20

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	88.6%
English 1	N/A	84.7%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	86.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=478)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	10.3%	Down from 13.1%	13.0%	21.6%
Retention rate	1.1%	Down from 2.4%	2.4%	1.2%
Attendance rate	92.8%	Up from 88.3%	95.2%	95.9%
Eligible for gifted and talented	8.2%	Up from 8.0%	5.9%	14.8%
With disabilities other than speech	7.5%	Down from 8.0%	14.3%	12.6%
Older than usual for grade	4.6%	Down from 6.2%	5.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	38.7%	Down from 42.9%	54.3%	56.9%
Continuing contract teachers	48.4%	Down from 54.3%	64.3%	72.7%
Teachers with emergency or provisional certificates	16.7%	Down from 18.8%	13.8%	5.3%
Teachers returning from previous year	77.7%	Up from 76.4%	77.1%	82.9%
Teacher attendance rate	94.4%	Up from 92.5%	94.9%	95.2%
Average teacher salary*	\$42,885	Up 3.7%	\$44,738	\$46,599
Professional development days/teacher	20.5 days	Up from 16.0 days	10.3 days	10.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 20.3 to 1	16.9 to 1	20.1 to 1
Prime instructional time	85.1%	Up from 79.1%	88.9%	89.9%
Opportunities in the arts	Fair	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	96.1%	Up from 95.9%	95.7%	97.8%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$7,473	Up 13.5%	\$9,643	\$7,645
Percent of expenditures for instruction**	59.8%	Down from 65.8%	61.4%	63.4%
Percent of expenditures for teacher salaries**	50.3%	Down from 53.5%	54.8%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

During the 2008-2009 school year, JV Martin Junior High School has continued to make many strides. The Teacher Advancement Program, TAP, has provided many hours of staff development in best teaching practices, observations for instructional improvement, and Master Teachers for modeling and field testing. Again this year, we made our goals in the areas of Literacy and Mathematics.

Last year's focus remained on literacy, and the same holds true this year, as we continued to strive for all of our students to become active, engaged readers. The Sonday System, taught by our elective teachers, was used to assist struggling readers by providing specialized instruction geared to meet these students' needs. The ELA teachers continued to implement the Balanced Literacy approach to language arts. In addition, our teachers continue to use AIMS activities to increase the use of manipulatives in teaching math curriculum standards, and a math coach worked with teachers throughout the year to improve teaching practices. Science teachers have continued to work with our curriculum specialist to revise the new science curriculum guides that incorporate the use of "hands-on" activities for teaching science. Our social studies teachers have continued to use literature to support social studies instruction.

Students at JV Martin have excelled in academics this school year. Measures of Academic Progress (MAP) Testing has reflected large gains in student achievement in all areas. Our students taking Algebra I for high school credit had a 100% pass rate on the end of course exam, and 11 of these students made a perfect score on the test. Our struggling readers who were taught using the Sonday System showed gains on the average of two reading levels.

JV Martin Junior High School has made great strides again this year! We are so proud of all we have accomplished, and with continued support of parents and community, we are looking forward to the future.

Amanda Burnette, Principal Specialist  
Frankie Camp, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	196	110
Percent satisfied with learning environment	78.6%	52.6%	51.9%
Percent satisfied with social and physical environment	82.1%	50.0%	43.5%
Percent satisfied with school-home relations	59.3%	76.9%	63.6%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.8%	0.0%	No
Student attendance rate	92.8%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	467	100	48.8	39.1	12.2	63.7	72.2	82.8	Yes	Yes
<b>Gender</b>										
Male	235	100	55.2	34.5	10.3	59.2	69	79.3	N/A	N/A
Female	232	100	42.3	43.6	14.1	68.2	75.3	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	111	100	29.1	48.5	22.3	76.7	82.2	89.5	Yes	Yes
African American	330	100	55.2	35.3	9.5	59.9	69.1	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	73.1	76.5	I/S	I/S
American Indian/Alaskan	13	100	36.4	54.5	9.1	63.6	66.7	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	85.7	7.1	7.1	21.4	37.9	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	N/AV	N/AV	N/AV	50	71.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	395	100	52.3	36.6	11.1	60.7	70.3	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	467	100	47.9	38.1	14	59.6	68.7	78.9	Yes	Yes
<b>Gender</b>										
Male	235	100	52.5	35.4	12.1	54.7	66.4	77	N/A	N/A
Female	232	100	43.2	40.9	15.9	64.5	71.1	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	111	100	27.2	47.6	25.2	75.7	82.2	87.2	Yes	Yes
African American	330	100	54.6	34.7	10.7	53.9	63.6	66.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	84.6	76	I/S	I/S
American Indian/Alaskan	13	100	54.5	36.4	9.1	63.6	66.7	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	N/AV	N/AV	N/AV	14.3	34.1	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	33.3	58.3	8.3	66.7	83.9	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	395	100	51.7	36.9	11.4	56.2	66.5	70.2	No	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	349	100	46.2	41.1	12.7	53.8	49.9	67.5
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**Gender**

Male	180	100	44.8	41.9	13.4	55.2	52.8	67
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Female	169	100	47.8	40.3	11.9	52.2	46.9	68
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**Racial/Ethnic Group**

White	84	100	21.8	52.6	25.6	78.2	71.6	79.5
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African American	244	100	54.7	37.2	8.1	45.3	42.2	50.3
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
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Hispanic	8	I/S	I/S	I/S	I/S	I/S	56.7	60.7
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American Indian/Alaskan	12	100	36.4	45.5	18.2	63.6	58.1	71.2
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**Disability Status**

Disabled	20	100	N/AV	N/AV	N/AV	11.8	23.3	35.6
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
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**English Proficiency**

Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	59.4	59.6
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**Socio-Economic Status**

Subsided meals	301	100	50.9	38.7	10.5	49.1	46.3	55.1
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**Social Studies**

All Students	351	99.4	48.8	36.7	14.5	51.2	56.9	72.3
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**Gender**

Male	175	99.4	47	36.7	16.3	53	55.2	71.5
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Female	176	99.4	50.6	36.7	12.7	49.4	58.5	73.2
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**Racial/Ethnic Group**

White	85	98.8	32.1	42.3	25.6	67.9	70.3	80.7
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African American	248	99.6	55	35.7	9.2	45	52.4	60
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
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Hispanic	10	I/S	I/S	I/S	I/S	I/S	52.8	68
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American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	68.2	72.2
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**Disability Status**

Disabled	24	100	86.4	9.1	4.5	13.6	31.6	43.5
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
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**English Proficiency**

Limited English Proficient	11	100	45.5	18.2	36.4	54.5	50	67.9
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**Socio-Economic Status**

Subsided meals	296	99.3	51.4	35.1	13.5	48.6	54.4	62.1
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Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	467	98.7	44.5	38.2	17.3	55.5	57.5	70.2	92.8	95.1
<b>Gender</b>										
Male	237	98.3	48.9	39.6	11.6	51.1	50.7	63.2	92	94.8
Female	230	99.1	40	36.8	23.2	60	64.5	77.5	93.7	95.3
<b>Racial/Ethnic Group</b>										
White	111	99.1	33	39.8	27.2	67	69.9	79.1	93.3	94.3
African American	332	98.8	48.8	37.5	13.8	51.3	53.1	57.6	92.8	95.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	97.3	96
Hispanic	10	I/S	I/S	I/S	I/S	I/S	64.2	62.6	97.2	96.3
American Indian/Alaskan	12	100	27.3	45.5	27.3	72.7	57.1	68.7	86.5	91.7
<b>Disability Status</b>										
Disabled	30	86.7	N/AV	N/AV	N/AV	4.2	16.5	26.1	91.2	94.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.6
<b>English Proficiency</b>										
Limited English Proficient	12	91.7	45.5	36.4	18.2	54.5	62.5	61.2	97.1	96.2
<b>Socio-Economic Status</b>										
Subsidized meals	394	98.7	47.6	37.6	14.7	52.4	54.9	58.9	93.1	95.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample



## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	235	100	42.3	45.5	12.2	57.7
	8	232	100	55.2	32.6	12.2	44.8
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	235	100	40.5	47.7	11.7	59.5
	8	232	100	55.2	28.5	16.3	44.8
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	234	100	39.8	44.3	15.8	60.2
	8	115	100	59.1	34.5	6.4	40.9
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	234	100	44.1	37.8	18	55.9
	8	117	98.3	58.2	34.5	7.3	41.8
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	232	98.7	40.1	36.9	23	59.9
	8	235	98.7	48.9	39.5	11.7	51.1

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample